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BOOK REVIEWS

Standardization of Tests for Defective Children. By CLARA SCHMITT. *Psychol. Monog.*, 1915, 83. pp. 181.

The tests used are from Healy and Binet, the subjects comprising the kindergarten and first 6 grades of a private school in Chicago, though clinical experience is interwoven with the treatment of them. The clinic must discard time for the most part as an important factor in the measurement of results. Some other measure, preferably a qualitative one, must be substituted for this quantitative one. The clinic must discard rigorous laboratory conditions and adjust its tests to conditions more in conformity with those of everyday life. It must discard such apparatus as requires practice on the part of the subject, or as is not directly connected with the object of the test. A detailed review of the Binet-Simon tests is given, followed by a critical chapter. Their faults may be summed up as (1) the assumption of serial mental development from early childhood to adult age. (2) The omission of tests of socially significant abilities. (3) Failure to distinguish certain innate abilities from a certain expression of them due to age or experience. (4) The series is not an accurate measure of mental development of normal children. (5) The assumption that a defective is quantitatively rather than qualitatively different from a normal individual. The reactions to the Binet-Simon tests are presented in detailed tables. The Healy-Fernald tests were devised with a view to obviating some of these difficulties as well as minimizing the language factor. Correlations of puzzle box and cross line tests with school grade are given. A summary of the standardization of the Healy-Fernald tests presents the relations of these tests to age and grade. There is a chapter on school subjects as tests of mental ability, and the monograph concludes with a division of all the varieties of tests into four classes, each representing a different mental level. The first two belong to the normal grade of mental ability. The mental processes of the upper grades of the defective classes are made upon levels III and IV. The classification could be continued downward to include more fundamental processes such as sensory discrimination as distinguished from such constructive activities as are involved in the lowest level here given.

The Importance of Social Status as Indicated by the Results of the Point Scale Method of Measuring Mental Capacity. By ROBERT M. YERKES and HELEN M. ANDERSON. *Jour. of Educ. Psychol.*, 6, 1915. pp. 137-150.

The authors give a detailed summary of the point scale for testing intelligence. They then present briefly the results of point scale examinations in two city schools which differed radically in the economic and social status of their pupils. The method was to select from the unfavored group an individual of the same sex and of the same or approximately the same age as a given individual of the favored group. 26 boys and 26 girls were in each group. In only one test were the unfavored group superior to the favored. The total scores of the unfavored boys were 21% less, those of the girls 20% less